

own business. Thus, our results are verified by the previous finding of (Stewart, 1999; McMullen, and Shepherd, 2006). At last, overall results of our study claimed that all the results were positive and significant.

Implications, limitations, future research and conclusion

The present study showed that entrepreneurial education enhances entrepreneurial passion among Ghanaian students in Sub-Saharan Africa. Results also showed that perceived feasibility is a major mechanism for entrepreneurial education and entrepreneurial passion. Our study has some practical implications; first, education sector of Ghana must develop entrepreneurial passion among students to start their own business and facilitate them with equipped infrastructure in the available space. Secondly, previous studies emphasized that theoretical courses enhanced the capabilities of students. Therefore, university did not focus on student knowledge at campus level, it must emphasis locally and globally to promote entrepreneurship education.

Second, findings suggest the need for entrepreneurship education to concentrate appropriately on developing student knowledge in venture growth, since the acquisition of entrepreneurship knowledge can inspire entrepreneurial actions by promoting the production of original and creative business ideas. Related to this, start-ups are usually motivated in the environment by certain opportunities. Therefore, building students capacity and skills to identify opportunities for entrepreneurship should be strongly emphasized in programs for entrepreneurship education at universities in Ghana as it has the potential to influence the intention of students to create ventures. Third, entrepreneurship education in our universities will introduce students to activities and practices that can increase their perceived level of self-employment viability. Finally, the findings urge policy makers and stakeholders in the education sector in Ghana to formulate policy guidelines for the design and teaching of entrepreneurship education programs by ensuring that content, pedagogy and delivery styles facilitate the acquisition of adequate entrepreneurial passion in the creation and management of start-ups and skills development to identify business opposition.

The study has limitations to the findings. First, the nature of our study was cross-sectional using primary data with the help of questionnaire. We have selected only one university for data collection because of limited resources and time constraints. Our study based on low sample size as well as we have used quantitative method data to

identify the relationship between variables. Therefore, future researchers can incorporate this study with longitudinal research design as well as using qualitative techniques, e.g. semi-structured interviews and group discussion. Further research can also take other dimensions of entrepreneurship e.g. alertness, creativity and entrepreneurial passion to measure these indicators on different samples.

Determined the unemployment rate increased in Ghana and the accompanying economic and social issues, stakeholders are embracing the concept of entrepreneurship and entrepreneurship education as a key driver in shaping the quality of human resources for full employment. Therefore, we have examined whether entrepreneurship education can influence the entrepreneurial passion while taking into account the perceived feasibility mediating role. The study concludes that entrepreneurship education affects a significant and positive entrepreneurial passion; show that when students are introduced to entrepreneurship education with the aim of equipping them with the skills and knowledge of entrepreneurial opportunity identification, they can develop a greater intention to engage in entrepreneurship. It also concluded that the perceived feasibility are the main mechanism that converts into a passion of entrepreneurship education in entrepreneurship and therefore require a greater emphasis on using entrepreneurship education as a means to instill confidence in the ability of students to become successful business owners.

List of Abbreviation

EE: Entrepreneurial Education

PF: Perceived Feasibility

EP: Entrepreneurial Passion

GO: Goal Orientation

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